



Mid Cumberland Core to College Curriculum Council Feedback September 30th, 2013

Institution or District	Prong 1: Offer Common Core professional development to general education faculty from higher education.	1 Level of Support	Prong 2: Regular convening of K12/Higher Ed to engage in collaborative, topical discussions.	2 Level of Support	Prong 3: Conduct professional development around formative assessment item bank creation aligned to Common Core for K-12	3 Level of Support	What additional considerations, concerns, or questions do you have regarding our council?
1.	The timeline is workable and appropriate to the already planned IHE trainings on the Common Core resources being funded through grants from THEC. One consideration may be to lengthen the window for the trainings to January to March.	5	The on-going discussion topics should continue to center on the work the council defines, as well as appropriate updates from other councils.	4	This proposed professional development around a formative assessment item bank aligned to Common Core would be a valuable partnership for K-12/IHEs, with the outcome here focused on a tangible benefit to K-12. While the work to create such item banks is hard and will require a great deal of organization, for K-12 to see this council as an organization of worth, such a project needs to be included.	5	
2.	For me personally, this would be the most bang for the buck. I know next to nothing about the actual implementation of Common Core.	5	I think this would be a natural followup to Prong 1.	3	Although several K-12 admins seemed excited about this, it wouldn't do much for my colleagues and me in higher ed. It sounds like it's worth doing, but not for us.	2	

3.	I believe the planning and training timeline sounds feasible.	4	<p>Possible topics</p> <p>Shifts in thinking for students and teachers: One of the largest shifts is not more work, but more complex work. Teachers and students will need support with this.</p> <p>Helping students are used to sitting, getting, and regurgitating transition to the push for higher order, complex projects that are student-driven. And supporting our "best" students through the transition---think that type A students might have great anxiety over these shifts.</p> <p>Social, emotional support for teachers and learners</p>	5	<p>Key players and timeline seem fine.</p> <p>I LOVE formative assessment and think it is going to be key in CCSS implementation and RTI. I would gladly help, if you need me.</p> <p>Emily Pendergrass emily.s.pendergrass@vanderbilt.edu 706.983.9516</p>	5	
4.	I think that can be an outgrowth of #2 if done correctly.	2	<p>I think the discussions would have to center around teacher development for current teaching expectations. Initial discussions would center around what higher education is currently doing and what the district's expectations are and then a plan on how to work together to improve the teachers entering the field.</p>	4	No interest to us from this group	2	

5.	<p>Since one of the goals of our meeting on 9/30/13 was to develop a support system for implementation of the CCSS, this PD component is an important aspect of our work.</p> <p>Carol Jago, one of the committee members for the CCSS and a former president of the National Council of Teachers of English, came to our district on 11/20/12 to present to a large group at Martin Center. She costs money, unless a publisher will underwrite, but she is excellent with a group.</p> <p>Regarding the timeline: As with most concerns in our profession, the sooner the better!</p>	5	<p>Student assessment practices get a large amount of attention in CCSS discussions. Some related topics are these: analysis of student needs based on current results, development of formative and summative tasks that allow students to demonstrate knowledge, alignment with the taught curriculum.</p>	5	<p>I defer to others in our district for the level of interest in this initiative. The time required to train and develop the items is a concern. This would certainly be worthwhile if the need is there.</p>	3	
6.	<p>Timeline seems appropriate.</p>	3	<p>Timeline seems appropriate. Direct conversations should be held with institutions producing teacher candidates.</p> <p>Discussion could include: evidence of teacher effectiveness, areas for potential improvement, other partnership opportunities.</p>	5	<p>Timeline is appropriate. Dickson Co. is interested in such discussion; however, we do not wish to duplicate efforts which are already productive.</p>	4	

7.	CCSS should be a course in college. why is it a PD session?	2	Right now, CCSS and PARCC are vital. Formative Assessment	3	Wilson County has done this. Ideally there is a common data system (Thinkgate for instance) so the items can be shared and we all use a common data system.	4	what is the end in mind?
8.	Our teachers have had a lot of PD on Common Core. While refresher opportunities would be welcome for the future, we don't feel we need more inservice in this area.	3	Unclear what this would entail.	3	The key players listed are the appropriate members for this area. Our district is very interested in participating in this opportunity.	5	
9.	I believe that teachers need training in how to foster discussions in the classroom, how to develop children's vocabulary and word knowledge, how to develop close reading skills. <i>(edited for length)</i>	3	I think the time line is ambitious. We are at November almost and December is a time that is difficult for many teachers. I know because I do national speaking engagements and you have to be cautious about pulling teachers from buildings then. <i>(edited for length)</i>	3	I am an individual with no district. I am not interested in this area though I believe it is very important	3	I'm happy to share further thoughts and though I might not be available for active involvement and happy to contribute through phone conversation or other.